

3. Program Effectiveness: What evidence do you have of the program's effectiveness in increasing student achievement?

Generations Youth and Family Services will administer pre and post testing in the areas of reading and math. To ensure effectiveness, student folders, journals, and records will be kept on individual students to document skill mastery. To further the effectiveness of our program, attendance will be monitored closely as it is the belief of this provider that presence is highly linked to academic achievement. Student cannot fully experience academic success with poor attendance. It is an expectation that students complete the program with excellent attendance. Program effectiveness will also be evidenced in the following instructional program areas:

Reading

Generations Youth and Family Services After School Program's effectiveness is realized in the use of research based Balanced Literacy Models aligned to the academic standards of state and local district/PSAs. The Teacher's Guide to the Four Blocks, A Multimethod, Multilevel Framework by Patricia Cunningham, Dorothy Hall and Cheryl Sigmon has developed research to support the balanced literacy approach. The research states "The four blocks framework has not only been used to teach a wide variety of children to read, it has also been shown to produce better readers as measured in a number of different ways in a number of different school systems. Data from five different school systems in four different states suggests that combining instructional methods of a balanced approach results in better reading on a variety of measures. The results that are most impressive are those that show that all children improve their reading with this framework regardless of their entering literacy levels." (Cunningham, Hall, Sigmon, 1999). "There is no one simple step to teaching reading or writing. A good teacher is capable of pulling several different approaches into a single lesson. Simply put, a child learns best through the "to", "with", and, "by" process of reading and writing. They learn when they are read to, when they are read with, and when they have a chance to read by themselves. The "At risk" students will likely need the support of the "with" process longer." (Instructional Approaches Participant's Handbook, 2002)

Mathematics

The Objective Based Management System provides teachers with the material to correctly assess and identify a student's grade level, competence in computation and problem solving skills in order to then prescribe effective and appropriate materials to correct specific weaknesses of students. State and local standards stated in objective formats, according to research, take the mystery out of math standards and allow teachers to teach to the specific needs of students and to maintain relevant standards and learning essentials. The National Council of Teachers of Mathematics (NCTM) standards, a recommended best practice document, provides the foundation for subject specific instructional material to build skills and support instruction. Referring to the development of NCTM – based curriculum, "The standards project uplift teaching, bringing honor and respect back to one of the most important jobs in our society: caring for and developing our young people." (Zemelman, Daniels, Hyde, 1998)

Assessment

"If assessments are to direct reform, the achievement targets that constitute the domain of each of these tests must (a) be a legitimate domain of achievement targets (by this, we mean that agreement has been reached using an accepted process), (b) be sufficiently described to be communicated effectively to others, especially instructional personnel, and (c) be reliably sampled by the test (i.e., not only does the test sample the domain well, but also, teachers believe it will sample the domain well). These principles apply to any test originating from outside the classroom and intended to effect change in the classroom". (Practical Assessment, Research and Evaluation: A peer-reviewed electronic journal. ISSN 1531-7714)

Technology and Evaluation

"The No Child Left Behind Act of 2001, according to Education Week On The Web, May 8 2003, **"Tech's Answer to Testing"**, school are scrambling to find more efficient ways to assess academic skills and get children ready for high-stake state exams. Unlike traditional standardized tests on paper, which can take weeks or even months to score and return to schools, computer-based assessments can provide almost immediate feedback". The article continues by stating that "computerized assessment involves the use of what is called adaptive testing, in which the computer adjusts the level of difficulty of questions based on how well a student is answering them. Proponents of this form of testing argue that it provides a more individualized and accurate assessment of a student's ability".

Professional Development

Quality professional development, according to the Michigan Characteristics Quality of Professional Development and the No Child Left Behind Act: (1) enhances teaching and learning, (2) is ongoing and comprehensive, (3) addresses professional needs of staff (4) addresses the educational needs of students, (5) aligned with the state and district's professional development plan, and best principles are designed by educators, (6) has ongoing reflection.

Community-based Involvement

Most grants and school improvement plans of educational institutions require community involvement. Comprehensive School Reform Program component asks "(no.7) the institution to provide for parental and community support and involvement, (no.8) use high quality, external technical support and assistance from an experienced provider, and (no.10) identifies other resources to support the reform effort".

There is growing evidence that good after-school programming makes a difference in students' lives, according to Harvard's Program in After-school Education and Research. Studies suggest that attendance at after-school is associated with better grades, peer relations, emotional adjustment, and conflict resolution skills. Children who attend programs also spend more time on learning opportunities and academic and enrichment activities than their peers. Whether programs are school-based or independent of schools, they should aim to create continuity across learning opportunities, achieve integration of

different learning goals, and deepen children's exploration and skill acquisition. (Harvard Education Letter)

Harvard Education Letter Research Online "After-school Education: A New Ally for Education Reform (by Gil G. Noam) further states that many institutions, collaboratives, and individuals are coming together to shape the after-school movement. Not surprisingly, the most interesting efforts occur when schools, community-based organizations, museums, universities, or clinics join forces to create a system of after-school care and education. Innovative networks are reported from many cities, as well as from suburban and rural school districts"

Generations Youth and Family Services has a strong record of effectiveness when viewing individual members of the organization. All are presently employed in child and/or youth based organizations. This is an initial collaborative endeavor of Generations Youth and Family Services to improve student achievement. Our entire group make-up involves working with children and youth at all levels – teachers, social workers, principals, assistant principals, ministers, supervisors, administrators, and law enforcement. The educational backgrounds are bachelors' degrees, masters' degrees, and doctoral degrees. Collaborated years of experiences with children and youth, coupled with the years of individual success, shows that we are highly qualified for this task of implementing a quality instructional program for student achievement, and thus becoming an effective supplemental educational service provider.

4. Program Evaluation: How will the program be monitored for effectiveness? Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used. Describe how the district, parents, and teachers(s) will be notified of the student's progress (in their native language if necessary).

The program will be consistently monitored by Generations Youth and Family Services **Board of Directors, Program Directors, and Site Supervisors** to ensure the program's effectiveness. The **Instructors** will keep records of student attendance, parent involvement, lesson plan for each session(reading/math), student progress(progress charts, journals, etc), and communications with teachers of students involved in the program to be turned in weekly to the Site Supervisors. The **Site Supervisors** will provide weekly reports to the Program Directors: Attendance (instructors and students), communications from students' district teachers', supplies inventory, climate control (student disciplinary reports, teacher concerns, parent visitation and or reporting), student progress chart (reading and math gains per student). The **Program Directors** will compile, evaluate, make recommendations, and establish a follow-up implementation schedule in a report to the **Board of Directors** (copies to all staff). This information will guide the program as to continuing the given plan of operation, revision of sections or additions to the program; (1) in-service for instructors, (2) professional development for staff, (3) remediation and /or continuation for students through lesson planning and assessment, (4) reporting forms, (5) supplementing supplies, (6) additional planning for parent involvement, and /or (7)